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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**Carrera de Lengua y Literatura Inglesa**

**“Developing the Reading and Listening Skills through the Use of Fairy  
Tales with Children of Sixth Level of Basic Education  
at “José Peralta” Elementary School”**

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## RESUMEN

Los cuentos de hadas son historias fantásticas e imaginarias de un mundo irreal creadas para los niños. La mayoría de las veces, estos cuentos contienen criaturas de fantasía y aventuras increíbles. Además, estos tipos de historias nos dan un mensaje que hay que aprender. El cuento es un género de la literatura que se reconoce como uno de los más importantes.

En este proyecto, se presentarán la creación, aplicación y análisis del material basado en el cuento de hadas de Cenicienta. Este trabajo se realizó con el propósito de ayudar en el proceso de enseñanza-aprendizaje de la lectura y la escucha en la escuela primaria "José Peralta" en Cuenca, Ecuador, con los estudiantes de Sexto Grado de la Educación Básica. El material se aplicó durante clases de cuarenta y cinco minutos. Durante las actividades los estudiantes fueron capaces de utilizar su creatividad e imaginación. Enseñarles los valores reflejados en este cuento de hadas también fue un objetivo importante para llevar a cabo a través de este proyecto.

Los datos fueron recolectados a través de dos cuestionarios y una entrevista con un experto. Los cuestionarios fueron entregados a los estudiantes del sexto nivel y un experto en Inglés con el fin de obtener información sobre el tema.

Este proyecto de investigación analiza la aplicación de diversos métodos y técnicas para demostrar la importancia de los cuentos y cómo pueden ser utilizados por los docentes motivados en sus clases de inglés. Los resultados demuestran que los cuentos apoyan el aprendizaje y contribuir al enriquecimiento de los conocimientos los niños de diferentes maneras. También nos permiten hacer algunas sugerencias sobre cómo los cuentos de hadas pueden ser enseñados con más eficacia en el futuro en las clases de inglés.

**Palabras claves:** cuentos de hadas, los valores, las habilidades del lenguaje.



## ABSTRACT

Fairy tales are fantastic and imaginary stories of an unreal world created for children. Most of the time, these tales contain creatures of fantasy and amazing adventures. In addition, these kinds of stories give us a message to be learned. The fairy tale is a genre of literature which is recognized as one of the most important.

In this project, the creation, application, and analysis of material based on the fairy tale Cinderella will be presented. This work was done with the purpose of helping in the teaching-learning process of reading and listening at “Jose Peralta” Elementary School in Cuenca, Ecuador with students of Sixth Level of Basic Education. The material was applied during forty-five-minute classes. During the activities students were able to use their creativity and imagination. Teaching them the values reflected in this fairy tale was also an important goal to accomplish through this project.

The data were collected by using two questionnaires and an interview with an expert. The questionnaires were given to students of the sixth level and an English expert in order to get information on the topic.

This research project looks at the application of various methods and techniques to show the importance of tales and how they can be used by motivated teachers in their English lessons. The findings demonstrate that tales support learning and contribute to the enrichment of children`s knowledge in different ways. They also allow us to make some suggestions about how fairy tales might be taught more effectively in the future in English lessons.

**Key Words:** fairy tales, values, language skills, children, main characters.



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## **AUTHORSHIP**

All the ideas and opinions reflected in the present project are the sole responsibility of its authors, Nube Celi and Fernando Pillco.

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## DEDICATION

This project is dedicated first of all to God for guiding me during all my years of study, to my little love, my dear daughter Paula Tepan, who always gives me the necessary strength, happiness and courage to gain the experience I have today, to my dear late husband Santiago Tepan, who always told me to continue studying and never lose hope of accomplishing my dreams, to my family, especially to my dear parents María Teresa and Ramón for understanding and supporting me throughout my career with love and patience. **Thank you for all, I love you a lot.**

## Nube

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## INTRODUCTION

As is widely accepted, English is a difficult subject to learn for most Ecuadorian children, teenagers and adults because it is not their mother tongue. The lack of appropriate teaching materials also makes students have less desire to work in a better way in the classroom. Moreover, teachers have problems finding interesting English textbooks which would motivate students to learn. Besides, there are institutions which have been using the same books containing repetitive activities for years. These factors can result in a boring classroom which may discourage language learners to participate actively during the learning process.

In order to make learners participate actively in the learning process, teachers must focus on methods, strategies and activities that can help students succeed in their learning process. Providing students with a safe classroom environment that has appropriate materials which give students important information that will help them learn the language is equally important.

Fairy tales can be an excellent tool to help children develop reading, listening, writing and speaking skills. Tales are fun and increase children's imagination and creativity through the innocent stories that are told to them.

For this reason, fairy tales have been used to help students accomplish the goal of learning English in sixth grade.

The first chapter of this project describes the purpose of our work, the description of the problem to be solved, the justification and the objectives which we focused on to develop reading and listening skills through the use of fairy tales.

In the second chapter, the definitions, history, origins, brief Summary, importance, strategies and benefits of the fairy tales are included. This chapter



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is very important because it gives us an insight into the development of this genre over time.

The third chapter is about the methodology we used to collect the data necessary to learn about the current situation of the students, so their reading and listening skills through the use of the fairy tales can be improved. There is also an analysis of the results obtained. Finally, in the last chapter, the conclusions and recommendations for future research on this topic are included. Besides, there are appendixes that describe and show what activities were carried out.



## CHAPTER I

### 1.1 Topic

Developing Reading and Listening Skills through the Use of Fairy Tales with Children of Sixth Level of Basic Education at “José Peralta” Elementary School.

#### 1.1.1 Purpose

The principal goal of this project is to create a number of reading and listening activities based on fairy tales. It focuses on the development of reading and listening skills in children of sixth level in basic education.

### 1.2 Description of the problem

According to our experience as teachers, we consider fairy tales to be a useful source for the teaching and learning of the English language. Mallet comments in her book that “Stories and telling new stories to a small group helps children sustain concentration and develop their imaginative power” (76). Fairy tales are fun and engaging. For this reason, fairy tales also help children to learn different language aspects such as grammar, new vocabulary, and the four skills such as listening, reading, speaking and writing. In addition, fairy tales are fairly short and help to keep students interested during the whole story in order for them to get to the happy end.

One of the problems of teaching English in the classroom is that most teachers do not include motivating and fascinating materials such as fairy tales. These tales should be used as a complement to the English text used in the classroom. Because of the lack of materials in the textbooks and workbooks, students feel bored and discouraged.

This situation can be improved by applying new material and techniques to encourage students to read and listen more. Moreover, it is possible to stimulate



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students by showing them pictures, videos, puppets, miming, and by changing voice according to the characters to add interest and enthusiasm to the story.

Due to the lack of interesting materials and the low level of teachers' interest to motivate students to read and listen at "José Peralta" School, children are discouraged to learn a new language. Throughout this project, it will be shown that activities based on fairy tales provide children with the capacity to interact and improve their reading and listening skills.

### **1.3 Justification**

This topic was chosen taking into account that most children love hearing fairy tales from an early age. In addition, these tales teach valuable morals and provide the child with imaginative language, teach unfamiliar words in a narrative text and allow children to express their own ideas in their own language without worrying about spelling and grammar.

Most teachers nowadays face the fact that they do not have time to prepare new materials because they are forced to use some type of a textbook in the institution where they work. Therefore, they feel discouraged when it comes to using new material. This project is also created for teachers who would like to use extra material in their lessons. There are many possibilities for teachers who would really like to improve their teaching. Using fairy tales is one of them. The majority of EFL textbooks for children do not include fairy tales as part of the teachers' and students' support material; for this reason it was decided to show that teaching reading and listening in a class using fairy tales is possible. Practice with these stories will depend on the teacher's ability to adapt them to his / her own teaching / learning needs.





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Due to time constraints, the only fairy tale used was the famous Cinderella. This fairy tale was chosen because it has a plot that is easy to understand; its language is simple; the most important reason was that it proved to be the best

known tale among our target students according to the results of the questionnaire that was administered to them.

### **1.4 Objectives**

#### **1.4.1 General Objective**

- To analyze the influence of the use of fairy tales on the development of listening and reading skills in the EFL classroom with children from sixth level of basic education.

#### **1.4.2 Specific Objectives**

- To design activities based on fairy tales to be developed in an English class.
- To contribute in the development of listening and reading skills.



## CHAPTER II

### Literature Review

#### 2.1 The definition of fairy tales

A fairy tale is a story for children that involves magic and imaginary creatures such as fairies, dragons, wizards, and talking animals. Its main purpose has always been to pass on messages or lessons. These stories were also used to teach children and transmit values and customs from generation to generation (Fox 11). It is important to be aware of the definitions of this great genre of literature as explained by different authors.

*The Oxford English Dictionary* defines it as “a. A tale about fairies, fairy legend, faerie. b. An unreal or incredible story. c. A falsehood” (“Fairy tale”). Similarly, *The Concise Heritage Dictionary* defines it as “1. A story about fairies. 2. A fictitious, fanciful story or explanation” (“Fairy tale”). However, “most of the stories we call fairy tales do not have any fairies in them” (Harries 6). For example, in *Little Red Riding Hood* and *The Three Little Pigs* we can see magical places, and mysterious events, but in neither of these stories are fairies seen.

Tolkien states that “Fairy stories are not in normal English”. “...fairy-stories are not in normal English usage stories about fairies or elves, but stories about Fairy, that is Faerie, the realm or state in which fairies have their being” (2).

He also says that “Faerie contains many things besides elves and fays, and besides dwarfs, witches, trolls, giants, or dragons; it holds the seas, the sun, the moon, the sky; and the earth, and all things that are in it when we are enchanted” (2).



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Thus, it is understood that each fairy tale may include a fairy or not. These tales may also contain other kinds of characters like animals which can talk and feel as human beings.

Thompson's definition states that a fairy tale "is a tale involving a succession of motifs or episodes. It moves in an unreal world, without definite characters and is filled with the marvelous; it has a sequence of events" (qtd. in Merizalde 12). Zipes supports the idea of Thompson when he says that a fairy tale "is widely defined as a fictitious narrative with a human main character; it includes fantasy and is told as a means of instruction and/or entertainment; these narratives contain contemporary folk beliefs, superstition, and social commentaries" (qtd. in Merizalde 12).

Apo's explanation is similar to the definition of Thompson: "a fairy tale is a long, fictitious narrative which includes fantasy and ... is told as a means of passing the time, as entertainment" (qtd. in Merizalde 12). These imaginary stories have become part of our lives with their mystery, inexplicable acts and incredible endings and we relate with fairy tales using expressions like "It's just like a fairy tale" or "It has a fairy tale ending" (Harries10). These phrases are used when something bad or good happens.

According to the authors' definitions, fairy tales are extraordinary stories which have a sequence of events. They are explained in different ways and exist in all cultures of the world, but all of them show us fairy tales as stories that belong to a fantastic world. There are not only fairies or princesses in them, but they have surprising characters and all of these tales have exciting plots and incredible adventures.



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## 2.2 The history of fairy tales

The origins of fairy tales do not have an exact date. When these captivating tales first appeared is unknown, because these tales have an oral origin, namely they were told and retold over time by grandmothers, mothers, etc. However, it is possible to follow the history of fairy tales ever since they first appeared in print.

Steven Jones defines fairy tales as “one of the best known, most beloved and influential genres of literature. Since they were originally a product of oral tradition, the genre goes back not only to the Middle Ages or Biblical times, but before history itself” (“The Fairy Tale” 1). As fairy tales were told orally from generation to generation, people were changing their content. Jones explains that “Since the tales circulated orally at the start, there are no exact and established versions, no identifiable authors and no fixed titles” (“The Fairy Tale” 3).

Haasen mentions that the phrase “fairy tale” “was originally a late-eighteenth-century English translation of “contee de fée,” a term that appeared in France in 1697” (qtd. in Merizalde 11). It was used “to describe the literary tales of Mary Marie Catherine d’ Aulnoy and then those of her contemporaries” meaning literally “tale of/about fairies” (qtd. in Merizalde 11). Furthermore, Zipes, in his book explains that “Over the centuries we have transformed the ancient myths and folk tales and made them into the fabric of our lives”. He carries on to say that “Consciously and unconsciously we weave the narratives of myth and fairy tale into our daily existence. Fairy tales are historically and culturally coded and their ideological impact is great” (Zipes 4).

Bottigheimer states that “fairy tales existed in the ancient and the medieval worlds” (2). She also says that “fairy tales are often called folk tales” (3). Therefore, we realize that fairy tales and folk tales are often the same.



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Harries stresses that “the people who told fairy tales were primarily highly educated and literate people” (4). She also adds that “Most of the fairy tales we know were not originally British, but rather pan European” (5). She goes on to say that “By the middle of the nineteenth century, many fairy tales had entered the tradition mainly from French and German sources” (7).

In conclusion, the history of enchanted fairy tales originally began as oral tales which were passed down from generation to generation through time. These are fantastic stories that contain beautiful fairies, magical places, animals that speak, adventures, and exciting events which carry us to an unreal and amazing world.

### 2.3 The origins of Cinderella

The beautiful and magical tale called Cinderella is one of the best known by people, especially by children. It has an extraordinary plot which allows people to enjoy the story and use their imagination to feel part of the unfolding events.

“The Cinderella story is one of the oldest in the world, beginning in China” (Sanders, 29). The Chinese story is called *Yeh-Shen*. Edinger comments that “The ninth-century Chinese manuscript of *Yeh Shen* is thought to be the oldest written version of Cinderella.” All the authors who retold the Cinderella story over the centuries modified it to their own taste and liking.

Edinger reminds us that “Versions of the Cinderella story have been around in one form or another for hundreds of years” (48). Although there are a number of variations, the version that is recognized by Americans is the one which belongs to Charles Perrault.



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Edinger mentions that “Charles Perrault popularized the tale. It is the Perrault version, complete with fairy godmother, pumpkin, and glass slippers, that has become the definitive Cinderella for Americans today” (48).

While the Cinderella story created by Perrault is the best known, there is a lesser known version, namely the Cinderella modified by the Grimm Brothers. “The German Grimm Brothers published their less well-known version in the 19-century collection of fairy tales” (Edinger 48).

In summary, we could say that the famous and well known tale called Cinderella has been changed during time. Although different authors have left their own marks on each version, they all are still very interesting.

### 2.4 Brief Summary of Cinderella

The following summary of Cinderella was taken from the book, *Cinderella, The Little Mermaid and Other Fairy Tale Paper Dolls*.

Cinderella lived with her mean step-mother, who treated her badly by making her dress in rags. She wanted to go to the Prince’s ball, but her stepmother wouldn’t allow it, and anyway she had nothing to wear. The night of the ball, Cinderella’s Fairy Godmother magically turned her rags into a beautiful ball gown but warned her that at midnight the gown would turn back into rags. At the ball, the prince fell in love with Cinderella and danced with her all night. At midnight she fled, never revealing her name to the prince and in her haste left behind one glass slipper. The next day the Prince searched everywhere for the girl whose foot fit the glass slipper. Soon he found Cinderella, and they lived happily ever after (Green 13).



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Using the above tale, new ideas have been adapted to the tale to use it in the classroom. In order to motivate children to understand and enjoy the story, we prepared a simplified version of the Cinderella tale:

Once upon a time, there was a girl called Cinderella. She was pretty and nice. She lived with her ugly step-mother and two bad step-sisters. They were very evil with her. She had to do all the chores of the house and she also had to serve them. One day, an invitation arrived to the house. It was from the King. The prince had to invite all the single women to a party which he could look for a wife. Her step-mother and step-sisters went to the party. Cinderella wanted to go to the prince's palace, but her stepmother would not allow her to go because she had nothing to wear. The night of the party, a fairy godmother magically appeared, she was a good person. Then she decided to help Cinderella and she returned a pumpkin into an amazing carriage, some mice into big horses and her clothes into a beautiful dress. After that, the fairy godmother warned her that she could only stay at the party until midnight because everything would turn back into normal. After that, Cinderella arrived at the palace and the prince fell in love for her immediately. Cinderella and the prince danced all night. At midnight she fled and lost one of her bright glass slippers. The next day the prince was looking for the beautiful girl who had left a glass slipper on the stairs of the palace. Finally, the prince found the owner of the bright glass slipper. It was Cinderella and they got married and they lived happily forever.

### **2.5 The importance of reading and listening to help to increase children's knowledge**

Listening and reading are considered to be two essential skills in the English learning process. Teachers have the goal of developing all four skills (listening,



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reading, speaking and writing) in students. To achieve this objective motivational material was used in order to help students feel encouraged.

Listening is a process which takes place inside a person's mind and it cannot be seen. Huang explains that "Listening, unlike other language skills, is an internal process that cannot be directly observed" ("The ESL Classroom").

Brewster also comments: "Listening in the foreign language is hard work. Our work as teachers of children is easier if learners are motivated and enjoy what they are doing" (158).

It can then be assumed that the learner is the most important person in the learning process, so the teacher has to motivate him/her with interesting and material according to their level.

Brewster mentions that "It is not appropriate to describe listening as a 'passive' skill; listeners are just as much active participants in interpreting a spoken text" (158).

Listening is a dynamic procedure because when someone is listening, he or she is constructing a message through the sound clues he or she receives from another person. In accordance with Cormier, the following factors come into play when we listen:

1. Knowledge of the phonology or sound system of the language.
2. The degree to which we understand our interlocutor depends on the knowledge of the world we share with him: the more the interlocutor has in common with the listener, the better (the message is understood).





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3. A third factor is the tone of voice, facial expressions, gestures, etc. (59).

Brewster comments that "We also have to be clear about how much we want our children to listen in English and whether we expect them to understand everything they hear" (159).

Brewster adds that "Research into the ways in which children acquire listening skills and perform as listeners in their mother tongue is generally acknowledged to reveal useful insight into comprehension processes in the foreign language learner" (161).

This means that looking at how children learn their listening skills in their first language can help understand how the same skill is acquired when learning a foreign language.

Romero has the same opinion when she says that "Reading is largely a visual process. Normally, good eye sight is required for good reading". Romero also adds that "reading is a thinking process" (2).

Based on different studies concerning the meaning of "reading" conducted by Romero, she gives us some definitions about what reading is.

- Reading is decoding written symbols.
- Reading is getting meaning from the printed page.
- Reading is putting meaning into the printed page.
- Reading is the process of interpreting the written symbols.
- Reading is the process of communication between author and reader (2).

Brewster and Romero agree when they say that reading is an active process.



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On the other hand Parker mentions that “the goal of reading is reconstructing the ideas of the writer” and Romero says that “Reading is communication between author and reader” (4).

In addition, it is very important to recognize the reasons for the teaching of reading:

- To improve vocabulary
- To expand the students reading skills and strategies
- To show language functions in context
- To improve the student’s ability to read authentic texts
- To encourage students to appreciate literature in English

(Cormier 133).

In conclusion, both in the case of listening and reading students are engaged in interpreting a message. Both are active processes because learners are thinking and their minds are working all the time. In these two procedures, the students’ senses become a fundamental part of the process. In the listening process, learners use the auditory sense and in the reading process the learner uses the visual sense. These processes are essential in the classroom when teaching and learning English.

## **2.6 Strategies to develop reading and listening skills**

According to Celce, strategy means “steps or actions generals take for the purpose of winning a war” (90). In education it means the same because teachers are in charge of looking for different strategies which will help them to achieve learning for their students. “Learning strategies can also enable students to become more independent, autonomous, lifelong learners”. Furthermore, “Strategies are under the learner’s conscious control; they are operations which the learner chooses to use to direct or check his or her own comprehension” (qtd. in Celce 90).



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Therefore, resorting to the right strategies for reading and listening will depend on whether the student's attitude is negative or positive.

### **2.6.1 Reading Strategies**

Learners in school must learn to read. Some of the time they read complex books or boring books. They should learn what these books say. In other words, these readings are important to the students. They must apply a number of reading strategies to become better readers.

Bowen stresses that "The reading strategies of good readers differ markedly from those of poor readers" (230).

Below the characteristics of good and poor readers are summarized in accordance with Allington, Hosenfeld and Weber (qtd. in Bowen 230).



Characteristics of Good Readers	Characteristics of Poor Readers
<ul style="list-style-type: none"><li>• Balance graph-phonetic and semantic-syntactic systems</li><li>• Keep the meaning in mind</li><li>• Read in broad phrases</li><li>• Skip unimportant words</li><li>• Have positive self-concepts as readers</li><li>• Replace unknown words with fillers which do not alter the general meaning</li></ul>	<ul style="list-style-type: none"><li>• Overuse graph-phonetic cues and underuse semantic-syntactic and context cues.</li><li>• Analyze the sound instead of the meaning</li><li>• Translate short phrases and spend extra time decoding, so lose the meaning of the passage</li><li>• Read all words as equal in importance</li><li>• Have negative self-images as readers</li><li>• Stop at unknown words and look them up</li></ul>

Reading strategies are essential because children as well as young people and adults must develop good reading habits when they read. For this reason, it is recommended that teachers have in their class a space set aside for reading so that students will be motivated to read and begin to advance their own ability to comprehend what they read, especially when they use the strategies of a good reader.

Teachers are the principal facilitators when it comes to the acquisition of reading strategies. Students should be encouraged and enthusiastic to learn them so that they will be able to read faster as well as comprehend the text they read.



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As Mahajan states:

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language (“Strategies”).

The following reading strategies are recommended by Mahajan.

- Previewing: students have to look and see if the reading offered has a good content and if it is of their preference.
- Predicting: develop a prediction about text.
- Skimming and scanning: look for the main idea, find structure type.
- Guessing from context: use the context as a clue to find out the meaning of an unknown word without stopping the reading process.
- Paraphrasing: stopping at the end of a section to check understanding of the text (“Strategies”).

Celce gives some other strategies that learners can follow:

- Summarizing
- Using context to maintain comprehension
- Recognizing text organization
- Generating appropriate question about the text
- Repairing miscomprehension (90).



These strategies will benefit students in order to gain more knowledge and develop their reading habits. Reading strategies are useful since they will improve comprehension and this will lead to motivation, because students will have a feeling of achievement.

### 2.6.2 Listening Strategies

Listening in a different language other than our own is difficult. It is the task of the teacher to make learning easier and this becomes easier when the students are motivated. Consequently, it is important to use appropriate strategies to improve listening skills.

Guillen states that “Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input” (“Teaching Listening”).

Listening strategies are classified into two categories:

1. **Top-down strategies:** facilitate hearers to hear and anticipate what will come next. This consists of listening out for the main idea, predicting, drawing inferences and summarizing.
2. **Bottom-up strategies** are combinations of sounds, words, and grammar that create meaning; therefore, they consist of listening out for specific details, recognizing cognates and recognizing word-order patterns.

Strategies specific to listening comprehension involve metacognitive, cognitive and socio-affective strategies.



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All these strategies help students to improve listening and search for a higher level of comprehension. They are principally meant for the listener who needs to recognize the main idea at the moment of listening.

Both reading and listening strategies are fundamental to a human being's life. Teachers are essential in the facilitating the employment of these strategies.

### 6.7 Benefits of using fairy tales in the classroom

Throughout time, using fairy tales has proved to be a good way to develop children's reading and listening skills. Also, they are the fundamental base in order to encourage children to continue with the learning process. In addition, fairy tales enrich and strengthen the minds of children and motivates them to learn the new language.

Jenny M. Fox in her book, *Classroom Tales*, comments that "Stories can be an invaluable tool for developing reading and listening skills and as a stimulus for discussion or for philosophy" (11). In other words, this means that the use of fairy tales increases knowledge and introduces lots of new vocabulary to children. They also allow children to learn about various places, and encourage them to participate in the learning process.

Fox also emphasizes that "When you read a story to children the words are fixed on the page. You may edit as you read and add your own emphasis, but essentially the words are given to you ready formed. When you tell a story, by contrast, you create the story as you go" (14).

In other words, story tellers and even children can change the way a story is recounted. Imagination is the key to creativity in children. Children can be trained in many ways to develop stronger skills of imagination. It is important to



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use stories because they help children to develop thinking strategies and promote their social and emotional development.

Jafar and Buzzelli in their work, *The Art of Storytelling for Cross Cultural Understanding*, comment that “Stories show that if children feel responsible for getting meaning from what they are learning, their comprehension, memory, and thinking abilities become more effective and incisive” (12).

Storytelling tends to be a career for some people. Storytelling has become a lost tradition, but Bowen thinks oral storytelling is important; people simply need to remember how to do it (2). In addition, storytelling is very important because it has social and educational benefits for children. It also increases knowledge and introduces new vocabulary to children.

Costisella says that “Fairy tales are not only useful to help your children sleep, but fairy tales are mostly used for their capacity to enhance self-confidence and to focus on a person’s strengths” (“The Benefits of Fairy Tales”).

Fairy tales are good resources to use in the classroom because they are a lot of fun and interesting. These stories help students to be more motivated while reading. Also, students can begin to develop their thoughts, creating their own story to tell in class.

Mike Neder, in his article “Reading fairy tales to children” says that “Most children adore listening to stories about princesses, fairies, dragons and other mythological characters from far-away lands. It also stimulates their imagination, and helps them develop linguistic and analytical skills” (1).

Moreover, Neder comments that telling tales brings many benefits such as:





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1. Fairy tales improve students' vocabulary and their verbal communication skills, so that students can communicate more easily using easy words.
2. Fairy tales enhance the students' imagination and it is important that students should read every day and participate creatively in class. The presentation of these stories should be dynamic because the students enjoy the teacher's expressive delivery.

Celce says in her book that stories are a powerful means to teach language. A skillful teacher can use stories to develop "more efficient listening, more fluent speaking and the ability to read and write easily and competently" (Garvie qtd. in Celce 90).

This means that fairy tales are a very good way in which students can learn to develop their skills; they are useful for the learning processes of children. Teachers can use these stories in different forms so that students do not feel bored and begin to be inspired by them.



## CHAPTER III

### Methodology

#### 3.1 Basic Methodology

Methodology is a very important tool in an English classroom. It is the way students can learn the language. Using the appropriate methodology in the classroom will bring about great results. Teachers must search for the correct method to help students to be motivated in learning the English language and develop their skills (listening, reading, writing and speaking). It is the teacher's task to find more effective methods of language teaching to get students involved in learning and reach the stated goal which is to reach high levels of competence in English.

"... a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of contexts in an audience." (Richards 9). The selection of the techniques a teacher uses in class has to take into account the students' needs.

The methods, techniques, or approaches that a teacher uses in the classroom must be of great importance and satisfy the needs of the learners in order to be interested and feel motivated to learn the foreign language.

The data were collected by using two questionnaires and an interview with an expert. Percentages were calculated for each question and the results are shown in Tables. Responses from students were analyzed and the questionnaire was assumed to be valid and reliable.



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### **3.2 Fairy tales as a methodological resource in classroom**

Using stories, such as fairy tales in the classroom is a motivating and interesting method to teach English in a fun way. Through these tales learners feel interested in the class because this method is used as an extra material to the use of the English text that most of the time is boring.

Sanders talks about how fairy tales can change our life. He says that fairy tales have imaginary stories and “the power of the imagination can cause changes in reality and alters one’s life”; when someone is listening or reading a fairy tale, he or she can imagine and feel what is happening. Einstein states in his phrase, “Imagination is more important than knowledge” (Edinger 9).

Edinger, with her experience as a teacher, says that “I’ve seen my students motivated and engaged. They learn when they are reading short stories or fairy tales” (47). “They feel motivated because fairy tales and other fantastic stories serve to amuse the imagination” (Sanders 2).

Fairy tales are a good resource in the classroom due to the marvelous and enchanted stories they tell. This resource helps teachers to teach English in a comfortable environment and allow students to develop the four skills through their imagination.

### **3.3 Material Resources**

The resources which were used in the classroom to develop the Reading and Listening skills through the use of Fairy Tales with children of Sixth Level of Basic Education at “Jose Peralta” Elementary School were primarily the use of fairy tales.



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In fact, the tale was Cinderella. This tale was chosen after a survey of the students mentioned above. This survey was used in order to collect data to learn which tale they like the most. It took place in one of the classrooms of “Jose Peralta” Elementary School. Other sources used were books and the web. The information from the books which helped us to plan our teaching, practice and procedure of the class was given by experts in English teaching and learning. The most useful books were TEFL books. The Internet was also a useful source for images, videos, pictures, etc.

### **3.4 Participants**

This project was applied at “Jose Peralta” Elementary school which is located in the rural parish of Chiquintad near the city of Cuenca. This sample consisted of two groups of 20 students of sixth level of Basic Education; there were 15 male and 25 female students. According to a previous test given to these students it was realized they had little knowledge of English. This lack of knowledge was due to the fact that they didn’t have much interest in learning and speaking the language.

### **3.5 Description of the process of the application**

At the beginning of the project, a survey was given to find out which story was best known to them and which they found the most interesting. With this information, it was learned that the most well-known tale is Cinderella. This tale was used to introduce adjectives to the class.

To evaluate the significance of using tales in the classroom two groups of 20 students were selected; in the first group students were taught reading and



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listening without using fairy tales and with the second group Cinderella was used to teach both reading and listening. In both cases adjectives were introduced.



## CHAPER IV

### RESULTS

In order to learn more about the importance of fairy tales in the classroom, we conducted an experiment in the “José Peralta” Elementary School which involved the Developing of Reading and Listening Skills through the Use of Fairy Tales with Children of Sixth Level of Basic Education. The results of the experiment are detailed below.

In this project, we worked with two groups of students in order to evaluate the importance of using tales in the class. When reading and listening skills were introduced without the use of a fairy tale with grammatical points using adjectives, the class did not appear to catch the students’ attention. During our preparation, they didn’t participate actively in the class because they didn’t feel engaged in it.

Following this a pre-test was given to the students to measure their level of knowledge. The general score was 1, 72 out of 5. The students showed a low level of comprehension and no interest for reading and listening without using fairy tales. The next table shows the results obtained from each student.



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**RESULTS OF THE PRE-TEST**

		PRE-TEST				
	Adjectives	Reading	Pictures			
Students	Question No.1/5	Question No.2/5	Question No.3/5	Question No.4/5	Question No.5/5	SCORE
1	0	2	3	3	2	2
2	2	1	1	2	1	1,4
3	3	3	1	3	2	2,4
4	1	2	1	3	3	2
5	2	1	2	2	0	1,4
6	3	2	3	2	3	2,6
7	1	0	1	2	2	1,2
8	0	3	1	0	2	1,2
9	3	2	2	3	1	2,2
10	1	0	1	2	0	0,8
11	2	2	2	2	2	2
12	1	2	3	3	1	2
13	0	3	2	3	3	2,2
14	2	1	3	2	3	2,2
15	3	3	2	2	2	2,4
16	2	2	3	1	1	1,8
17	1	0	1	3	1	1,2
18	0	2	0	0	0	0,4
19	2	3	2	1	2	2
20	2	1	1	0	1	1
					<b>TOTAL</b>	<b>1,72</b>



## RESULTS OF THE POST-TEST

After a week, a post-test was applied. In this case, the class obtained a score of 2,152/5. All the results indicated that the level of the students' listening and reading skills increased.

		PROST-TEST				
	Adjectives	Reading	Pictures			
Students	Question No.1/5	Question No.2/5	Question No.3/5	Question No.4/5	Question No.5/5	SCORE
1	1,5	2,3	3	1,6	2	2,48
2	2	2	3	2	3	2,4
3	3,5	1	3,4	3	2	2,58
4	2,5	2,8	1	3	3	2,46
5	2	3	2	2	2	2,2
6	3	2	3	2	3	2,6
7	1	1	2	3	2	1,8
8	2	3	1,5	1	2	2,1
9	3	2	2	3	1	2,2
10	1	2	1,5	2	2	1,7
11	2	2	2	2	2	2
12	1	2	3	3	1	2
13	2	3	2	3	3	2,6
14	2	2	3	2	3	2,4
15	3	3	2	2	2	2,4
16	2	2	3	1	1	1,8
17	1	2	1	3	2	1,8
18	2	2	1	1	2	1,6
19	2,5	3	2	2	2	2,3
20	2	2	1	1	1	1,6
					<b>TOTAL</b>	<b>2,151</b>





When we presented an image about our project to the second group, the students were very focused on it. When they watched the pictures, they felt a lot of enthusiasm and dynamically paid attention to the first class. Moreover, they knew immediately what story was going to be told in class.

During the presentation, all students were participating in class. They were encouraged by it because they like tales especially when they see the Cinderella tale. When we introduced reading and listening activities with the grammatical points of using adjectives, students began to participate because it was easy for them. Afterwards, students gave ideas about the picture they were familiar with and other words that described it. Then the students listened to the adjectives describing the characters. It was a good technique for them because they did not feel tired or bored. Next, when we were telling the Cinderella tale adjectives were included in each episode. The students found this activity quite interesting. Using fairy tales in a classroom is a lot of fun and a dynamic activity. Fairy tales help students to develop their capacity to read and listen. Furthermore, tales are useful tools in the lesson plans of teachers because students are the center of the class.

Finally, after the practice was finished, it was recognized that the result of developing reading and listening through the use of fairy tales was easier to do than without them. When teaching little children, this resource should be used in order to help students acquire these skills more easily. Besides, when tales are used in class, it can be seen that students pay more attention and enjoy the learning process of a foreign language more.



# UNIVERSIDAD DE CUENCA RESULTS OF THE PRE-TEST

In order to measure the influence of fairy tales on children's knowledge a pre-test was given to them. The general score was 3, 64 out of 5.

PRE-TEST						
	fairy tale: Cinderella	adjectives	Alphabet	characters of the fairy tale		
Students	Question No. 1/5	Question No. 2/5	Question No. 3/5	Question No. 4/5	Question No. 5/5	SCORE
1	3	3	4	4	4	3,6
2	3	3	3	3	2	2,8
3	3	4	4	4	4	3,8
4	1	4	5	5	4	3,8
5	3	5	4	4	3	3,8
6	2	3	5	4	4	3,6
7	2	2	2	3	2	2,2
8	3	4	4	5	2	3,6
9	3	3	5	4	2	3,4
10	4	2	3	4	4	3,4
11	3	5	5	5	4	4,4
12	2	3	3	4	4	3,2
13	3	4	4	3	3	3,4
14	4	5	4	4	3	4
15	3	5	5	4	5	4,4
16	4	4	4	5	4	4,2
17	4	3	3	3	3	3,2
18	5	4	4	4	4	4,2
19	3	2	2	2	3	4,2
20	4	4	3	2	5	3,6
					<b>TOTAL</b>	<b>3,64</b>



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## **RESULTS OF THE POST-TEST**

A week after the project was performed, a post-test was applied. The class obtained a general score of 4.01/5. The post- test was similar to the pre-test. It had 5 questions with the new vocabulary and nice pictures that were taught during the application of the fairy tales. All the results indicated that the students' levels of listening and reading skills increased.



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		POST-TEST				
	fairy tale: Cinderella	adjectives	Alphabet	characters of the fairy tale		
Students	Question No. 1/5	Question No. 2/5	Question No. 3/5	Question No. 4/5	Question No. 5/5	SCORE
1	3,5	4	4,5	4	4	4
2	4	5	4	4,5	3,5	4,2
3	3	4	4	4	4	3,8
4	3	4	5	5	4	4,2
5	4	5	4	4	3	4
6	3	3	5	4	4	3,8
7	4	4	3	3	4	3,6
8	4	4	4	5	3	4
9	4	4	5	4	3	4
10	4	5	3	4	4	4
11	3,5	5	5	5	4	4,5
12	3	4	3	4	4	3,6
13	4	4	4	3,5	3	3,7
14	4	5	4	4	3,5	4,1
15	4	5	5	4	5	4,8
16	4	4	4	5	4	4,2
17	4	3	3	4	3	3,4
18	5	4	4	4	4	4,2
19	4	3,5	4,5	4	3,5	3,9
20	4	4	3	5	5	4,2
					<b>TOTAL</b>	<b>4,01</b>



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### **ANALYSIS OF THE PRE- AND POST-TEST**

Students showed positive attitudes toward the use of fairy tales. They enjoyed and participated actively in the classes. All the results indicated that the students' level of listening and reading skills increased. If the results of the students of the first group are compared, they have a little increment in their scores as compared to the results of the students of the second group; they have an important increment in their scores when they learn an English lesson through fairy tales.

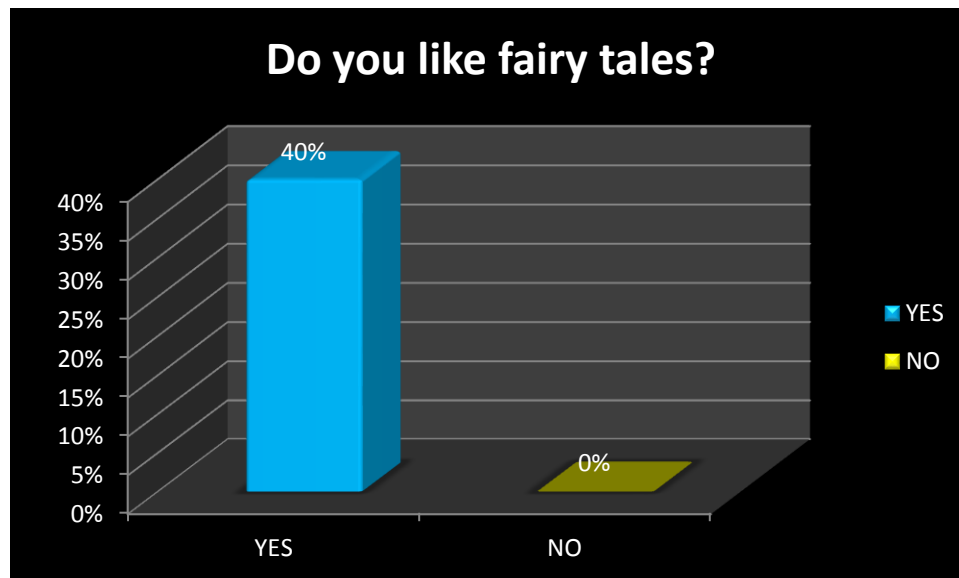
### **RESULTS OF THE QUESTIONNAIRE ADMINISTERED TO THE STUDENTS**

Information was collected in order to find out about the level of the students' interest in fairy tales. These results subsequently helped the authors to teach English to the class and identify the kind of skills they can develop. It also allowed the authors to choose appropriate teaching materials. Therefore, a questionnaire was created to ask for the students' opinions about the usage of fairy tales in the classroom.

The data was analyzed according to the number of answers of each student. The following graphs with the percentages show what was understood by the students. The positive answers were encouraging and showed the authors the way forward.



Figure # 1

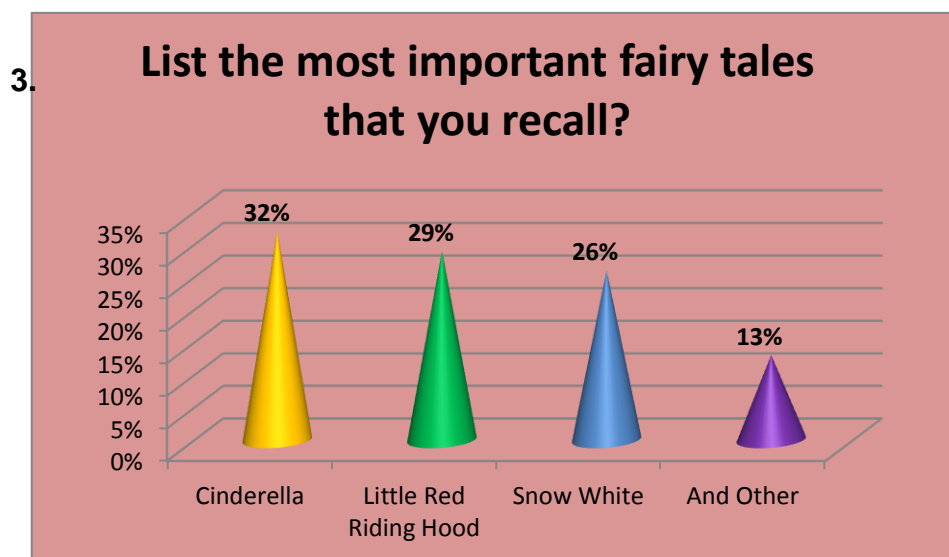


### Question N° 1

#### Do you like fairy tales?

All 40 students answered "Yes" to this question (100%). It confirmed that the students were fond of fairy tales and, therefore, one could assume that the project was to be accomplished successfully.

Figure # 2



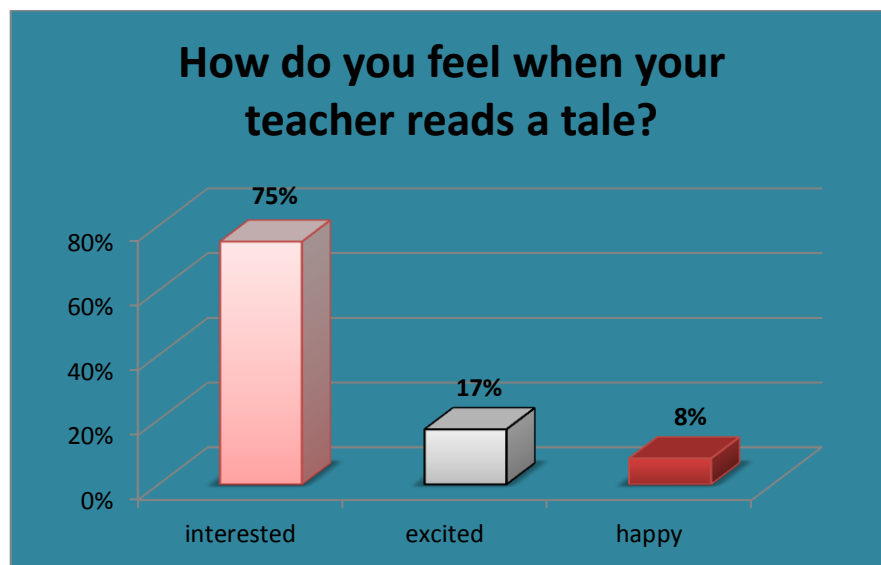


## Question N° 2

### List the most important fairy tales that you recall

This question was put to the students in order to discover what fairy tales they liked. The answers were surprising. The students were also asked why they preferred Cinderella. They said they liked it because it is a romantic story and it also has a happy end. 32% (12 students) chose the Cinderella tale. 29% (12 students) liked Little Red Riding Hood; 26 % (12 students) selected Snow White and 13% (6 students) stated that they liked some other tale.

Figure # 3



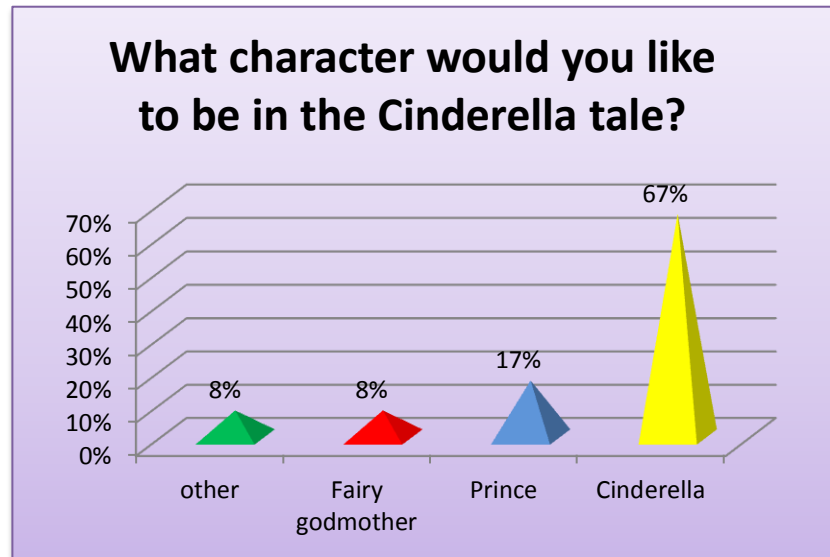
## Question N° 3

### How do you feel when your teacher reads a tale?

30 students (75%) answered they were interested; 6 students (17%) answered that they felt excited and 4 students (8%) reported to be happy while a tale is being read to them. It could be seen that students felt encouraged by the reading. It benefits the teacher a lot as well because students can improve their reading skills.



Figure # 4



**Question N° 4**

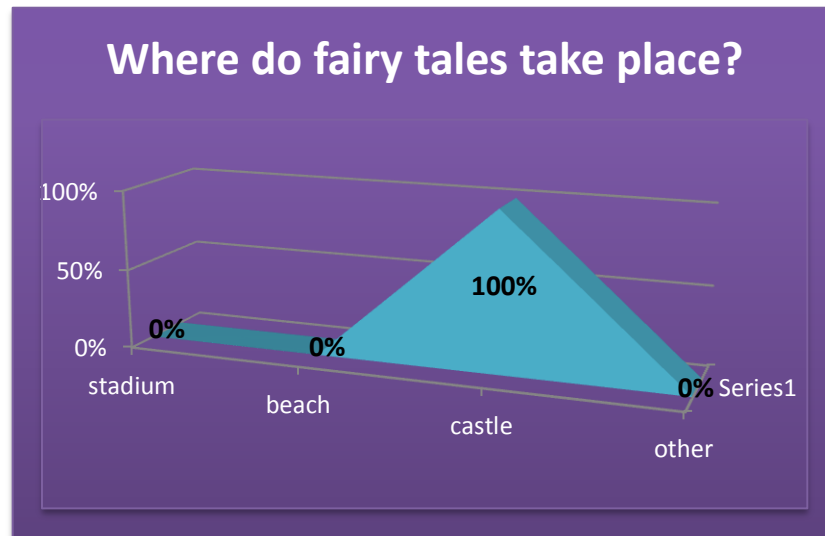
**What character would you like to be in the Cinderella tale?**

To this question, 67% (26 students) answered they would like to be the Cinderella character because Cinderella is a very good and kind girl. Also, she got married to a prince. 17% (6 students) answered that they would like to be the prince because he got married to a beautiful girl. 8% (4 students) prefer to be the fairy god mother and another 8% (4 students) would prefer to be another character in the story.





Figure # 5

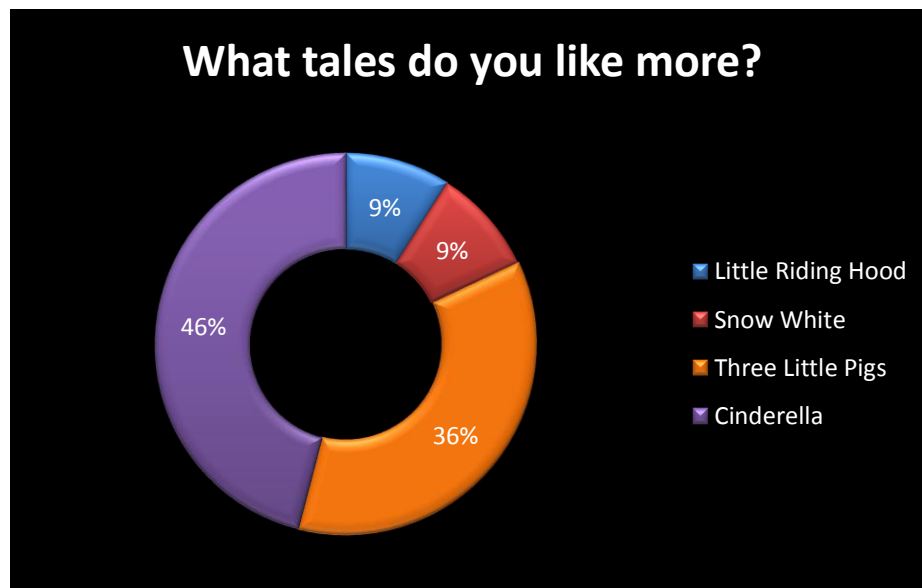


Question N° 5

Where do fairy tales take place?

Students know that fairy tales usually take place, for example, in a castle, because their answer is a 100% positive (40 students).

Figure # 6



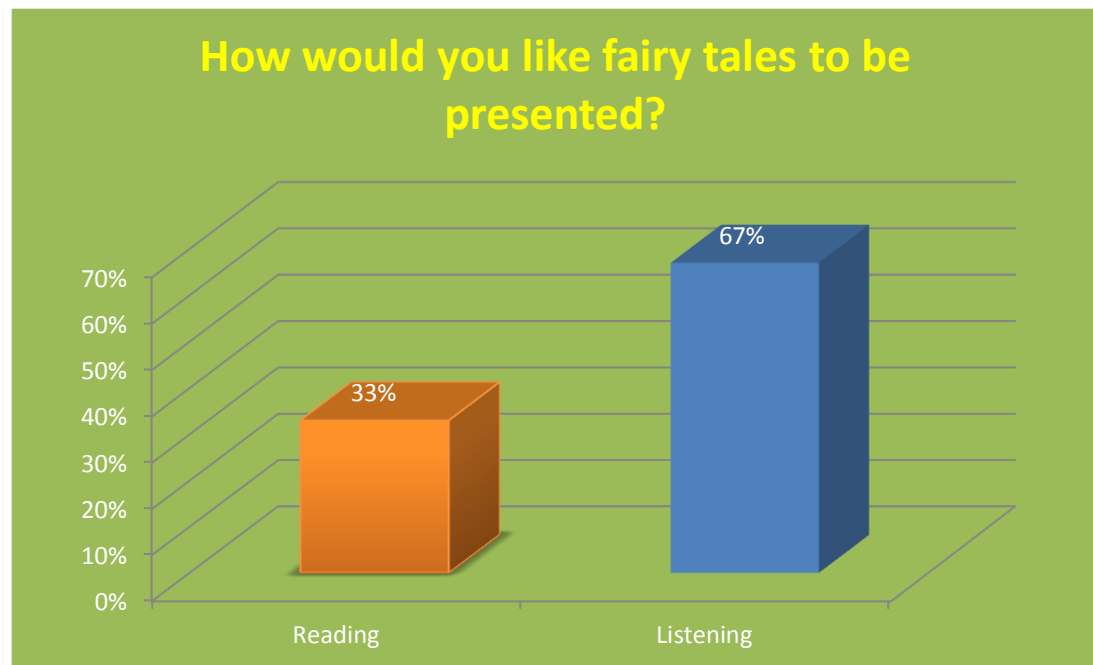


### Question N° 6

#### What tales do you like more?

This question was given to learn about the interests of the students according to the variety of the tales they most like; they affirmatively preferred the Cinderella tale with 46% that represents 18 students. 36% that represents 14 students preferred Three Little Pigs; 4 students that represent 9% preferred Snow White and 4 students (9%) liked Little Riding Hood . They were asked why they prefer the Cinderella tale, and they answered easily saying that it is because it is a tale of love.

Figure # 7



### Question N° 7

#### How would you like fairy tales to be presented?

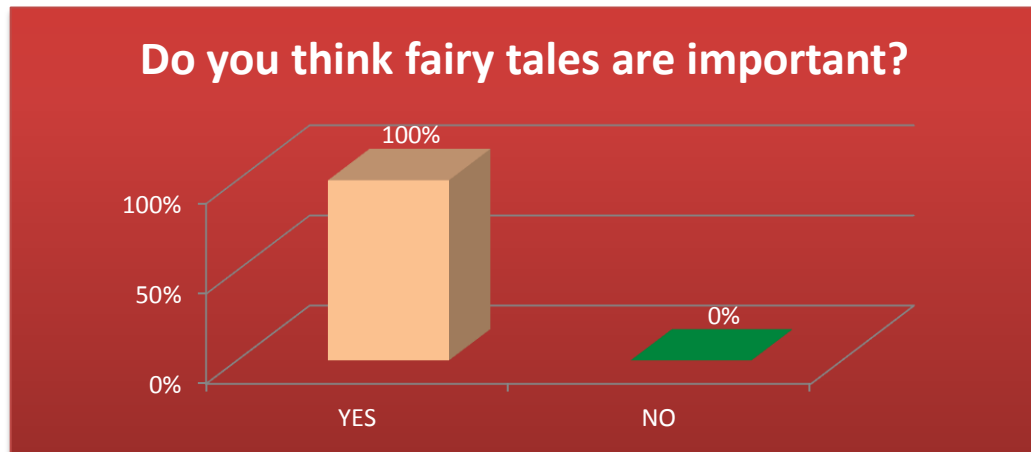
To this question 26 students (67%) answered they would like the story to be presented through listening because they feel comfortable when another person reads the story.



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They can imagine that they are in the plot. 14 students (33%) also said that reading is very important to develop a level of comprehension and through this help they can express their own ideas.

**Figure # 8**



**Question N° 8**

**Do you think fairy tales are important?**

As for the last question, all 40 students (100%) told us that reading is very important in their daily lives because they can express themselves better and can converse better with people.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

This project shows that fairy tales are very popular when teaching children as they are valuable sources for developing them socially. Tales help students to grow their minds and thus develop the four skills of reading, listening, writing and speaking. Besides, fairy tales can be used to teach vocabulary and grammar, etc. Fairy tales develop children's autonomy and creativity because they motivate students to create their own stories and pictures. In addition, the use of tales permits students to appreciate and respect other cultures and to be involved in them.

Nowadays, teachers are aware of the importance of fairy tales in the teaching process. For this reason, the role of the teacher is to find the best ways that allow exploring the usefulness of fairy tales in the classroom. Fairy tales are excellent didactic methods which encourage creativity and effective learning in children.

When teaching in a classroom, the success of the lesson plans depends on the teacher's creativity, knowledge and motivation, because fairy tales are useful tools especially for young children. For this reason, the project using fairy tales to teach children was developed.



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## **4.2 Recommendations**

This project about using fairy tales in the classroom allowed the research of methods to teach English lessons at “José Peralta” Elementary School in Chiquintad. Therefore it is necessary to mention that:

- Tales should be included more often in the curriculum, because they are an important medium through which children can learn a language.
- Teachers should be trained and have an extensive knowledge of the methods which can be applied in the classroom.
- Teachers should choose the right tale according to the children’s interest and language competence in order to keep their attention and develop their imagination and creativity.
- Fairy tales should be very short since long stories may make students bored and they may lose interest in them.
- Institutions should permit the use of recent books that contain interesting activities which will increase students’ motivation to learn.



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## APPENDIX

### Appendix 1

#### Questionnaire

Our monographic paper “Developing the Reading and Listening Skills through the Use of Fairy Tales with Children of Sixth Level of Basic Education at “José Peralta” Elementary School” is based on the deductive/descriptive method because bibliographic material was collected and analyzed to introduce fairy tales in an EFL classroom. Also, a survey was administered to two groups of 20 children in the sixth level of Basic Education at “Jose Peralta”, Elementary School. There were 40 10-year-old male and female students involved.

The objective of this survey was to establish the level of interest of children towards reading and listening to help them develop these skills. This information provided the authors with a fundamental base in order to discover the problem when a child is not interested in reading. This information also helped to find good materials to make children interested and reinforce reading and listening skills.

#### SURVEY

The following survey aimed at collecting information related to developing reading and listening skills through the use of fairy tales with students in the sixth level of Basic Education. The results were then used as the basis for a project investigation.

The applied questionnaire contained 8 questions that the participants had to respond to.



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### Questionnaire

School: \_\_\_\_\_

Age:  years old

Female  Male

1. Do you like fairy tales?

Yes  No

2. List the most important fairy tales that you recall?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3. How do you feel when your teacher reads a tale?

Happy  Excited  Interested

Other \_\_\_\_\_

4. What character would you like to be in the Cinderella tale?

Cinderella  fairy godmother  Stepmother

Prince  Other



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5. Where do fairy tales take place?

Stadium  Beach  Castle  Other \_\_\_\_\_

6. What tales do you like more? Why?

Cinderella  Snow White

Three Little Pigs  Little Red Riding Hood

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

7. How would you like the fairy tales to be presented? Do you prefer the teacher reads the story or to listen to the story?

Reading  Listening

8. Do you think that reading or listening a tale is very important? Why?

Yes  No

\_\_\_\_\_  
\_\_\_\_\_.



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### **APPENDIX 2**

#### **INTERVIEW**

The expert interviewed was Professor Kate Youman who displayed a broad knowledge about fairy tales. We did this interview to get more information about this project and to learn new methods of motivating students. The selection of this expert was very important, because she is a person with a high degree of knowledge about this subject. Besides, a questionnaire was given to evaluate the knowledge of students in the use of fairy tales.

According to previous research, this study material is appropriate for the sixth level because it promotes the learning of certain language skills such as grammar and vocabulary, and can help students to raise their level of reading and listening.

The expert interview had the following main questions:

#### **Questions**

1. Do you think teaching fairy tales helps develop listening or reading skills in children?
2. In the field of literature, what skills are developed when fairy tales are used?
3. What is the importance of fairy tales when you teach English?
4. What is your opinion about the use of fairy tales?

According to Professor Kate Youman, fairy tales are imaginary stories that contain princes, beautiful princesses, talking animals, amazing castles, and happy endings. Children love these characters. Moreover, tales are fun and very easy to read and understand. For this reason, teachers should increase



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students' motivation to learn a new language by giving them very nice printed copies, colorful pictures, and interesting tales. Also she commented that the use of tales will permit students to appreciate and respect other cultures and get involved in them. Finally, the use of fairy tales in the teaching of English will help to develop the four skills of students: reading, listening, speaking, and writing.



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### APPENDIX 3

## **Teachers' lesson plans**

### **LESSON PLAN N° 1**

Teachers: Nube Celi and Fernando Pillco

Date: from June 24 to 24 June

Lesson topic: Teaching adjectives using the Cinderella tale

Grade/Age/Language Level: Sixth of Basic "A" beginners

Lesson Time/Date/Length: 45 mn

Overall objectives: Students will be able to read and listen in English language



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	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Prepare			<ul style="list-style-type: none"> <li>- The teacher presents a specific picture.</li> <li>- The teacher introduces a picture by asking the learners what they think the picture is about.</li> <li>- The teacher can use the picture to ask the students to suggest ideas they think might be discussed in the passage.</li> <li>- The teacher writes these on the board in the form of notes.</li> <li>- The teacher writes some key words and makes the learners guess or anticipate information.</li> <li>- The teacher writes the ideas on the board.</li> <li>- The teacher shows the main character.</li> <li>- The teacher describes each character using adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Whiteboard.</li> <li>- Picture</li> <li>- Markers</li> <li>- Board</li> <li>- Infocus</li> </ul>	<ul style="list-style-type: none"> <li>- To speak about the pictures.</li> </ul>



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<b>Present</b>			<ul style="list-style-type: none"> <li>- The teacher presents the class the Cinderella tale through a Prezi presentation.</li> <li>- The teacher tells the story including the grammar point.</li> <li>- The teacher explains the grammar point about adjectives.</li> <li>- Students are asked to listen to the description and repeat.</li> <li>- Students read the tale by looking at the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture</li> <li>- White board</li> <li>- Pictures</li> <li>- Infocus</li> <li>- Sheet or papers</li> </ul>	<ul style="list-style-type: none"> <li>- To identify, read and listen</li> <li>- To use vocabulary</li> </ul>
<b>Practice</b>			<ul style="list-style-type: none"> <li>- Students guess what the picture is about.</li> <li>- Students listen and make a circle around the pronounced adjective.</li> <li>- Practice: listening discrimination.</li> <li>- Students read the story and match the picture with the adjective.</li> <li>- Students create sentences with the adjectives presented.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture</li> <li>- White board</li> <li>- Infocus</li> </ul>	<ul style="list-style-type: none"> <li>- To read</li> <li>- To listen</li> <li>- To learn vocabulary</li> </ul>





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Perform			<ul style="list-style-type: none"> <li>- Students make their own story using the pictures.</li> <li>- Students perform the story.</li> <li>- Read each adjective describing the characters.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture.</li> <li>- White board</li> <li>- Picture</li> </ul>	
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## LESSON PLAN N° 2

Teachers: Nube Celi and Fernando Pillco      Date: from June 25 to 25 June

Lesson topic: Adjectives

Grade/Age/Language Level: Sixth of Basic “B” beginners

Lesson Time/Date/Length: 45 mn

Overall objectives: Students will be able to read and listen in English language.



	Time	Group	Activities	Materials/ Resources	Specific Objectives
Prepare			<ul style="list-style-type: none"> <li>- The teacher presents a specific picture.</li> <li>- The teacher introduces a picture by asking the learners what they see.</li> <li>- The teacher writes these on the board in the form of notes.</li> <li>- The teacher writes some key words.</li> <li>- The teacher writes the ideas on the board.</li> <li>- The teacher shows some pictures.</li> <li>- The teacher describes each picture using adjectives.</li> </ul>	Whiteboard - Picture - Markers - Board - Infocus	- To speak about the pictures.



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<b>Present</b>			<ul style="list-style-type: none"> <li>- The teacher presents the pictures shown before.</li> <li>- The teacher explains the grammatical point about adjectives.</li> <li>- Students are asked to listen to the description and repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture</li> <li>- White board</li> <li>- Pictures</li> <li>- Infocus</li> <li>- Sheet of papers</li> </ul>	<ul style="list-style-type: none"> <li>- To identify, read and listen</li> <li>- To use vocabulary</li> </ul>
<b>Practice</b>			<ul style="list-style-type: none"> <li>- Students guess what the picture is about.</li> <li>- Students listen and make a circle around the pronounced adjective.</li> <li>- Practice listening discrimination.</li> <li>- Students read the dialogue and match the picture with the adjective.</li> <li>- Students read the sentence related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture</li> <li>- White board</li> <li>- Infocus</li> </ul>	<ul style="list-style-type: none"> <li>- To read</li> <li>- To listen</li> <li>- To learn vocabulary</li> </ul>



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<b>Perform</b>			<ul style="list-style-type: none"><li>- Students make their own dialogues using the pictures.</li><li>- Students read and perform the dialogue.</li><li>- They read each adjective of the character in the dialogue.</li></ul>	<ul style="list-style-type: none"><li>- Picture.</li><li>- White board</li><li>- Picture</li></ul>	
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The following are two lesson plans which show the teaching of reading and listening with and without a fairy tale. The first lesson plan was designed to teach reading and listening skills using the Cinderella tale and the second one was designed to teach reading and listening without the tale.

## PROCESS OF THE APPLICATION

### Prepare

- **The teacher presents a specific picture.** The following picture was presented. Some of the students were surprised.



Fig. 1

- **The teacher introduces a picture by asking the learners what they see.** After the picture was shown to the students, questions were asked as to what was it they were looking at.
- **The teacher writes these on the board in the form of notes.** The ideas students had about the picture were written on the board.
- **The teacher shows some key words.** Later, key words are presented about the picture such as: tale, castle, fairy, prince, step-mother, step-sisters.



- **The teacher shows some pictures.** Illustrations are given with some adjectives.



Figure



Figure 3



Figure 4



Figure 5



Figure 6



Figure 7

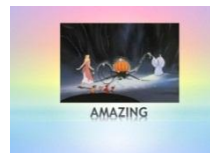


Figure 8



Figure 9

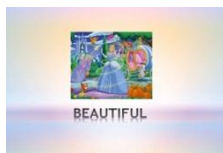


Figure 10

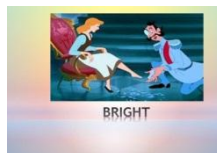


Figure 11

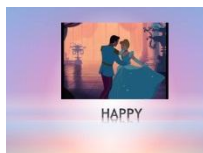


Figure 12



Figure 13

- **The teacher describes each picture using adjectives.** Each picture presented is explained. Then the students examine the pictures and the teacher asks them about the words that accompanied them.

## Present

- The teacher starts the class introducing the Cinderella tale through a **Prezi presentation**. After the pictures are shown with the adjectives, the tale is presented using Prezi.



Figure 14

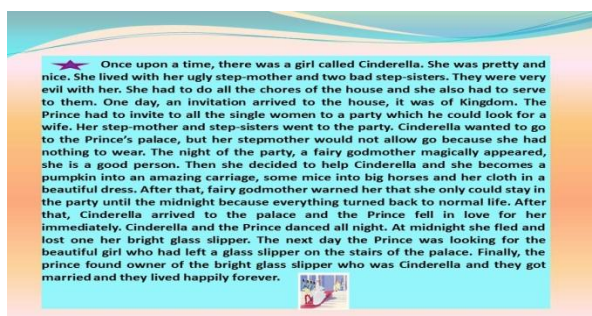


Figure 15

- The teacher tells the story including the grammar point. After the tale is told, adjectives are included in each episode.
- The teacher explains the grammatical point about adjectives. The story telling is over, the meanings of the words and adjectives are explained.

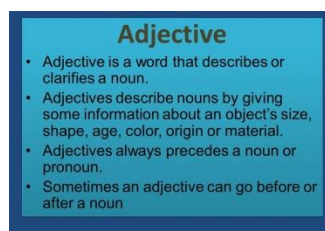


Figure 16



Figure 17



Figure 18



Figure 19



Figure 20

- **Students are asked to listen to the description and repeat.** After the grammatical points have been presented, teachers ask students to listen to the sentences and repeat them.
- **Students read the tale by looking at the pictures.** Teachers encourage students to read the Cinderella tale according to the sequence of each picture.



Figure 21

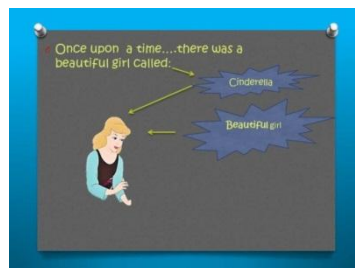


Figure 22



Figure 23



Students start the Cinderella's story saying: Once upon a time in a house there was a beautiful girl called Cinderella who lived with an ugly step-mother and two bad step-sisters.



Figure 24

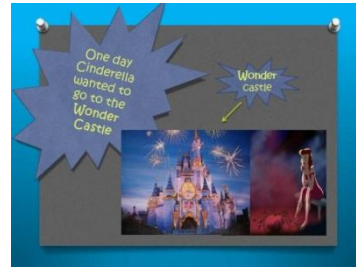


Figure 25

They were evil with her. Cinderella had to do all the things in the house all day. One day, they were invited to a party at the Prince's castle. Cinderella wanted to go to the wonder castle but her step-mother didn't allow her to go.



Figure 26



Figure 27

After this the students said that suddenly a good fairy godmother appeared and gave Cinderella a beautiful dress; she turned a pumpkin into an amazing carriage, and she turned some mice into big horses and then went to the wonder castle.



Figure 28



Figure 29

They said that she had to return at 12 o'clock because all the things changed back to normal. When she left the castle, she lost her bright glass slipper.



Figure 30



Figure 31

Next day, the prince was looking for a beautiful girl who had lost the bright glass slipper. He found the owner of the bright glass slipper who was Cinderella. The prince and Cinderella got married. Finally, students told us that they lived happily ever after.



Figure 32

## Practice

- **Students guess what the picture is about.** Students are shown some pictures and asked to guess what adjective describes the picture.



Figure 33



Figure 34

The students told us that in the first picture they saw an ugly woman, in the second picture, a happy couple, in the third, a beautiful dress and in the final picture, two bad stepsisters.



Figure 35



Figure 36

- **Students listen and make a circle around the pronounced adjective.** Students are given an activity which entails listening to the adjectives and making a circle around the adjectives that are pronounced by the teacher.



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Name \_\_\_\_\_ Date \_\_\_\_\_

1. Listen to the teacher and make a circle in the pronounced adjective

1. bright	2. clean	
3. wonder	4. happy	5. bad
6. handsome	7. ugly	
8. amazing	9. beautiful	
10. good	11. evil	

Figure 37

- **Practice: listening discrimination.** Teacher presents some pictures about the adjectives asking students Yes/No question.

**T:** Is Cinderella beautiful?



**Ss:** Yes

**T:** Are they good?



**Ss:** No

**T:** Are they evil?



**Ss:** Yes

**T:** Is he ugly?



**Ss:** No

- **Students read the story and match the picture with the adjectives.**  
The teacher tells the students a short story about Cinderella and asks them to match the picture with the correct adjective.

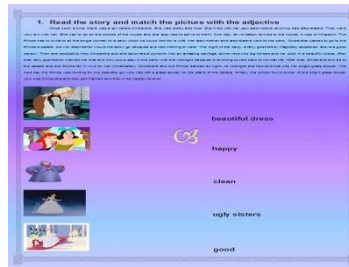


Figure 38

- **Students read the sentence matching the pictures.** The teacher shows students some pictures with sentences from Cinderella's tale and asks students to read them aloud.



Figure 39



Figure 40



Figure 41



Figure 42



Figure 43

In this activity, students begin to read the following sentences:

- Cinderella's stepmother is evil.
- The fairy godmother is good.
- The glass slipper is bright.
- He is a handsome prince.
- Cinderella and the Prince were happy ever after.



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## Perform

At the end of this presentation, the students had to do an English task in order for the authors to find out if they had learned to read and listen according to the grammatical points using the adjectives.

- **Students make their own story using the pictures.** The teacher gives students a sheet paper with Cinderella's images; students look at the images and write their own story.
- **Students read the story.** The teacher asks students to exchange their story with a partner and read it.
- **Students listen to their partner's story.** The teacher asks students to listen to their partner's story paying attention to the images.
- **Read each adjective related to the character.** Students carefully read each adjective of the story that they wrote.

## PROCESS OF THE APPLICATION

### Prepare

- **The teacher presents specific pictures.** The following pictures were presented.

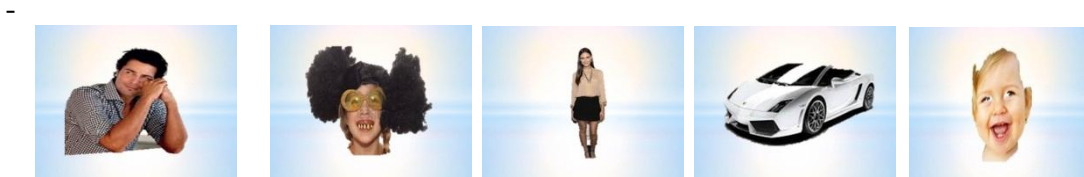


Figure 44

Figure 45

Figure 46

Figure 47

Figure 48



Figure 49

Figure 50

Figure 51

Figure 52

Figure 53



Figure 54

Figure 55

- **The teacher introduces each picture by asking the learners what they see.** After the pictures are shown to the students, questions are asked about what they are looking at.



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- **The teacher writes words on the board in the form of notes.** The ideas students have about each picture are written in the board.
- **The teacher shows some key words.** Later, key words are presented about the picture such as: bad, handsome, tall, short, new, and ugly.



Figure 56

- **The teacher shows some pictures.** Illustrations are given with some more adjectives.

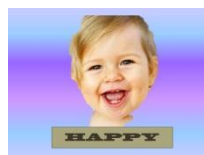


Figure 57



Figure 58

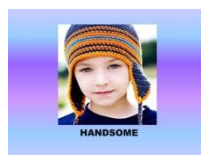


Figure 59



Figure 60



Figure 61



Figure 62



Figure 63



Figure 64





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Figure 65



Figure 66



Figure 67



Figure 68

- **The teacher describes each picture using adjectives.** Each picture presented is explained. Then students examine the pictures and ask about the words that accompany them.

## Present

- **The teacher presents the pictures shown before.** The pictures that were presented before, including adjectives are shown by the teacher.

**A new car**



**A tall mother**



**An old book**



**A handsome boy**



- **The teacher explains the grammatical points about the adjectives.**  
Showing the pictures, the teacher explains the use of the adjectives and their meaning.



Figure 69



Figure 70



Figure 71



Figure 72



Figure 73

- **Students are asked to listen to the description and repeat it.** After the grammatical points are presented, teachers ask students to listen to the sentences and repeat them.
- **Students read the sentences by looking at the pictures.** Teachers encourage students to read the text in each picture.



Figure 74

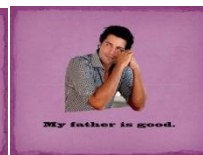


Figure 75



Figure 76



Figure 77



Figure 78



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**Ss:** My mother is tall.

**Ss:** My father is good.

**Ss:** The car is new.

**Ss:** The desk is clean.

**Ss:** Mary is a beautiful girl.

- **Students read the sentence according to the picture.** The teacher shows students some pictures and asks students to read them aloud.

## Practice

- **Students guess what the picture is about.** Students are shown some pictures and asked to guess what adjective describes the picture.



Figure 79



Figure 80



Figure 81



Figure 82

**Ss:** A new car.

**Ss:** A short boy.

**Ss:** A tall woman.

**Ss:** An ugly girl.

- **Students listen and make a circle around the pronounced adjective.** Students are given an activity which asks them to make a circle around the adjectives that are pronounced by the teacher.



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Name \_\_\_\_\_ Date \_\_\_\_\_

Listen to the teacher and make a circle in the pronounced adjective.

1. tall	2. clean	
3. short	4. happy	5. bad
6. handsome	7. ugly	
8. new	9. beautiful	
10. good	11. sad	
12. old		

Figure 83

- **Practice: listening discrimination.** The teacher presents some pictures about the adjectives asking students to answer with Yes/No.

-

T: Is the car new?



Ss: Yes.

T: Is the father bad?



Ss: No.

T: Is he short?



Ss: Yes.

T: Is the desk dirty?



Ss: No.

- **Students read the text in the pictures and match the picture with the adjective.** The teacher provides students with pictures and asks them to match each picture with the correct adjective.



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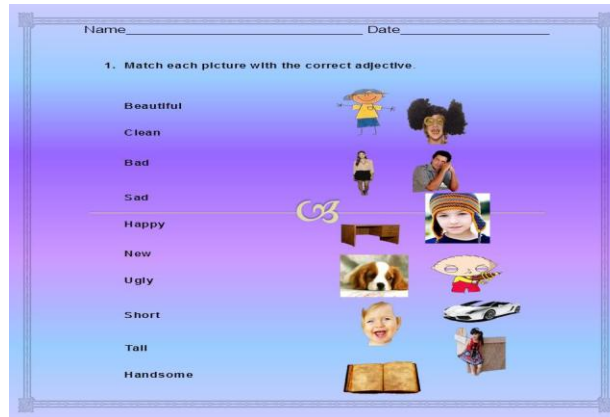


Figure 84

## Perform

At the end of this presentation, students had to do an English task in order for the authors to find out if they had learned to read and listen according to the grammatical points using the adjectives.

- **Students create a dialogue using the pictures.** The teacher gives students a sheet of paper with the pictures on it; students look at the images and write their own dialogues.
- **Students read the dialogue.** The teacher tells students to exchange their dialogues with a partner and read them.
- **Students listen to their partner's story.** The teacher asks students to listen to their partner's dialogue paying attention to the image.
- **Read each adjective related to the character.** Students carefully read each adjective of the dialogue that they wrote.



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## APPENDIX 4

### STUDENTS' ACTIVITIES

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Listen to the teacher and make a circle around the pronounced adjective.

1. bright
2. clean
3. wonder
4. happy
5. bad
6. handsome
7. ugly
8. amazing
9. beautiful
10. good
11. evil
12. big



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Name \_\_\_\_\_ Date \_\_\_\_\_

## 2. Read the story and match the picture with the adjective

Once upon a time in a house, there was a girl called Cinderella. She was pretty and nice. She lived with her ugly step-mother and two bad step-sisters. They were very evil with her. She had to do all the chores in the house and she also had to serve to them. One day, an invitation arrived to the house, it was from the King. The Prince had to invite to all the single women to a party where he could look for a wife. Her step-mother and step-sisters went to the party. Cinderella wanted to go to the Prince's palace, but her stepmother would not allow her to go because she had nothing to wear. On the night of the party, a fairy godmother magically appeared, she is a good person. She decided to help Cinderella and she turns a pumpkin into an amazing carriage, some mice into big horses and her cloth into a beautiful dress. After that, the fairy godmother warned her that she could only stay at the party until midnight because everything turned back to normal after that hour. Cinderella arrived at the palace and the Prince fell in love with her immediately. Cinderella and the Prince danced all night. At midnight she fled and lost one her bright glass slippers. The next day the Prince was looking for the beautiful girl who had left a glass slipper on the stairs of the palace. Finally, the prince found the owner of the bright glass slipper who was no else but Cinderella; they got married and lived happily ever after.



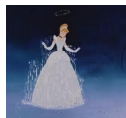
**beautiful**



**happy**



**clean**



**ugly sisters**



**good**



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Name\_\_\_\_\_ Date\_\_\_\_\_

1. Listen to the teacher and make a circle around the pronounced adjective.

**1. tall    2. clean**

**3. short   4. happy   5. bad**

**6. handsome    7. ugly**

**8. new   9. beautiful**

**10. good            11. sad**

**12. old**





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Name \_\_\_\_\_ Date \_\_\_\_\_

2. Match each picture with the correct adjective.

Beautiful



Clean



Bad

Sad



Happy



New



Ugly



Short



Tall



Handsome





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## APPENDIX 5

### STUDENTS' PERFORM

Name\_\_\_\_\_ Date\_\_\_\_\_

3. Create your own story using Cinderella's pictures.



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Name\_\_\_\_\_ Date\_\_\_\_\_

**3. Look and write sentences according to the pictures.**



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## APPENDIX 6

### CLASSROOM PHOTOS



In these pictures, students were reading a short tale. After they finished reading the tale, they commented it was not very interesting because the story does not contain nice pictures and their interest for reading decreased.



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In these pictures, children were watching the movie Cinderella. The movie caught their attention because it contained beautiful landscapes, a beautiful princess, a handsome prince, a fairy godmother, and talking animals. When the movie ended, they were excited and shared their ideas about the movie. They really enjoyed it.